



Journal Article Writing Assistance Program: An Effort to Improve Publication in Islamic University

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Abstract

Purpose

This mixed-methods study aimed to explore how the Faculty of Humanities carried out Journal Article Writing Assistance Program (JAWAP) in 2021, and determine its contribution to the participants' English articles.

Method

This mixed methods research used a convergent mixed methods design that relied on 17 participants' perception towards its implementation as the main data collected using questionnaire, interview, and document analysis. The quantitative data were analyzed using correlational statistics and compared with qualitative data to confirm or dis-confirm each other.

Results/Findings

The study revealed that JAWAP worked in an online scheme where the communication between the participants and reviewers did not occur intensively. The study identified weaknesses in the review process, such as the article's compliance with the author guidelines, lack of interdisciplinary discussion and collaboration with others, and the deservedness to be published in internationally journals. However, the study shows the JAWAP contributed significantly to the participants' English articles.

Conclusion

JAWAP as an assistance program can help the participants to write quality English articles. To increase its contribution to the English article quality, the faculty should conduct the program intensively during the writing process openly in an intensive communication between reviewers and participants in small groups.

Keywords

Journal article, Islamic university, publication, writing assistance program

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Abstrak

Tujuan

Penelitian yang menggunakan pendekatan campuran ini bertujuan untuk mengeksplorasi bagaimana Fakultas Ilmu Adab dan Humaniora UIN Syarif Hidayatullah Jakarta melaksanakan program pendampingan penulisan artikel berbasis jurnal (P3AJ) yang terlaksana tahun 2021.

Metode

Penelitian ini menggunakan desain metode campuran konvergen yang mengandalkan data kuantitatif dan kualitatif. Data kualitatif yang berupa persepsi 17 peserta terhadap pelaksanaan P3AJ dan draf artikel dikumpulkan menggunakan wawancara, dan analisis dokumen; sedangkan data kuantitatif diperoleh melalui kuesioner dan penilaian terhadap artikel berbahasa Inggris. Data kuantitatif dianalisis dengan menggunakan statistik korelasional dan dibandingkan dengan data kualitatif untuk mengkonfirmasi atau menyanggah satu sama lain.

Hasil/Temuan

Studi tersebut mengungkapkan bahwa P3AJ berlangsung dalam skema online di mana komunikasi antara peserta dan reviewer tidak terjadi secara intensif. Ada beberapa kelemahan ditemukan, antara lain ketidaksesuaian artikel dengan pedoman penulis, kurangnya diskusi interdisipliner, lemahnya kolaborasi dengan pihak lain, dan ketidaklayakan artikel untuk diterbitkan di jurnal internasional. Namun, penelitian memperlihatkan pelaksanaan P3AJ memberikan kontribusi yang signifikan terhadap kualitas artikel berbahasa Inggris.

Kesimpulan

P3AJ sebagai program pendampingan dapat membantu para peserta untuk menulis artikel berbahasa Inggris yang berkualitas. Untuk meningkatkan kontribusinya terhadap kualitas artikel berbahasa Inggris, fakultas harus melakukan program secara intensif selama proses penulisan artikel dalam kelompok-kelompok kecil.

Kata kunci:

Artikel ilmiah, universitas Islam, publikasi, program bantuan penulisan

المخلص

الهدف

هدفت هذه الدراسة ذات الأساليب المختلطة إلى استكشاف كيفية تنفيذ كلية الأدب و العلوم الإنسانية بجامعة شريف هداية الله جاكارتا لبرنامج المساعدة في كتابة المقالات باللغة الإنجليزية (P3AJ) في عام 2021، وتحديد مساهمتها في المقالات الإنجليزية للمشاركين.

الطريقة

استخدم هذا البحث المختلط الأساليب المختلطة تصميمًا مقاربيًا يعتمد على تصور 17 مشاركًا تجاه تنفيذه باعتباره البيانات الرئيسية التي تم جمعها باستخدام الاستبيان والمقابلة وتحليل المستندات. تم تحليل البيانات الكمية باستخدام الإحصائيات الارتباطية ومقارنتها مع البيانات النوعية لتأكيد أو عدم تأكيد بعضها البعض.

النتائج

كشفت الدراسة أن برنامج المساعدة (P3AJ) في كتابة المقالات باللغة الإنجليزية يعمل في مخطط عبر الإنترنت حيث لم يحدث الاتصال بين المشاركين والمراجعين بشكل مكثف. و حددت الدراسة نقاط الضعف في عملية المراجعة، مثل امتثال المقالة لإرشادات المؤلف، وعدم وجود مناقشة متعددة التخصصات والتعاون مع الآخرين، والاستحقاق للنشر في المجالات الدولية. ومع ذلك، تظهر الدراسة أن البرنامج (P3AJ) ساهم بشكل كبير في المقالات الإنجليزية للمشاركين.

الخلاصة

P3AJ كبرنامج المساعدة يساعد المشاركين في كتابة مقالات باللغة الإنجليزية مساعدة عالية حتى أصبحت مقالة جودة. و لزيادة مساهمتها في جودة المقالة الإنجليزية، يجب على هيئة التدريس إجراء البرنامج بشكل مكثف أثناء عملية الكتابة بشكل مفتوح في اتصال مكثف بين المراجعين والمشاركين في مجموعات صغيرة.

الكلمات الرئيسية

كتابة المقالات باللغة الإنجليزية، الجامعة الإسلامية، النشر، برنامج المساعدة في الكتابة

INTRODUCTION

Having an article published in a reputable international journal is a necessary qualification for lecturers in Indonesian Islamic universities. It is one of requirements for their professionalism development to attain the academic ranks (Nizam, 2020). It refers to a published research or review paper discussing a current issue or problem in a certain field of science (Belcher, 2019). It usually comprises generic structures of at least introduction, method, result/finding, and discussion (IMRAD). Writing an English article is a complex skill that requires the lecturers to focus on what IMRAD should convey effectively (Tabuena, 2020). They need to gain English writing ability to produce good articles that disseminate their researches to the public. If they have not mastered the English writing ability sufficiently that they cannot submit their articles to the target journals. Therefore, some Islamic universities do efforts to help them write quality articles through, for example, doing workshop, training, and other assistance programs (Sarrafzadeh et al., 2021). A journal article writing assistance program (JAWAP) becomes a promising alternative in Indonesian Islamic universities. It is a conscious, planned program that involves reviewers to help the lecturers prepare and complete their English articles intensively in a certain period (Kellogg, 2008). Certain Islamic universities have implemented such program differently depending on their human resources. However, some programs did not run successfully because of individual and institutional factors. Those can be the lecturers' inability to write an English article, or the program mismanagement. Therefore, studies on this topic are still interesting to conduct; and a mixed method study becomes more appropriate. It is a study that unveils information or insights around an existing issue of how and why it happens (Nair & Munusami, 2020). Such an issue encourages the researchers to conduct a mixed method study on JAWAP implemented in the faculty of Humanities of Universitas Islam Negeri Syarif Hidayatullah Jakarta (UIN Jakarta).

There were studies about the article writing assistance programs in recent years. A study aimed at lifting some mystery and distress related to academic publishing. It outlined a complete life cycle of a double-blind peer-reviewed scholarly article from choosing the right journal to the article's post-publication impact. It showed that peer review was one of the most puzzling and contentious academic activities, producing misery and sometimes more distress for both reviewers and authors (Jandrić, 2021). However, the study did not engage any source persons, but relied on a literature review to cope with the existing problems, especially the process of peer review. Therefore, a study that involves the lecturers as source persons is still necessary to conduct. Another relevant study was classroom action research (CAR) by conducting a workshop and mentoring methods attended by elementary teachers. At the end of this program, there were CAR reports that met the criteria of a good academic writing after the assisting team had guided them (Putra et al., 2021). As it only emphasized on helping the elementary teachers to write a CAR report, it left rooms to investigate the similar topic with different focuses, methods, and participants. Differently, there was also action research on implementing a systematized assistance model for writing in English as a foreign language in a public university. This study revealed that students benefited significantly from the tutor support feedback in terms of metalinguistic awareness, knowledge of the process approach to writing, and accuracy in language convention uses (Angel & Garcia, 2019). However, it did not concern with the enhancement of English article writing published in journals; it was only about developing students' English writing skill. Therefore, it is still possible to conduct a study focusing on the enhancement of the lecturers' English article quality.

Different from the previous studies, this study aims to know how the faculty of Humanities of UIN Jakarta implements JAWAP for the lecturers; how they get substantive and non-substantive review to enhance their English articles' quality that deserve to be published in internationally indexed journals; and the relation between their perception towards JAWAP and their English article quality. The new thing that the current study highlights is the use of the mixed methods approach to implementing JAWAP at an Is-

lamic university as the locus of the research; and the involvement of lecturers as the key informants was also the research's novelty.

METHOD

The study applied a mixed methods approach as it depended on both qualitative and quantitative data by which it could get more comprehensive insights on issues or problems raised by the researchers (Allan, 2020). As it described the implementation process of a program and factors that contributed to how it worked; the study used a convergent mixed methods design in which the researchers collected the qualitative and quantitative data; analyzed them separately and then compared the results to see if the findings confirm or dis-confirm each other (Creswell & Creswell, 2018).

Research Site and Participants

The study that involved the lecturers from all study programs with different academic ranks lasted from May to September 2021 in the Faculty of Humanities of UIN Jakarta. The faculty openly invited all lecturers amounted to 87 persons to participate in the program. However, there were 17 persons who voluntarily became the JAWAP participants (P01-P34) as they had met the requirement, that was article drafts. They were from five undergraduate programs: Arabic literature, English literature, Library Science, Translation, and Islamic History and civilization.

Data Collection Procedure

The study used a dichotomous-scale questionnaire to get the quantitative data of the participants' perception on implementing JAWAP. The questionnaire comprised three domains, namely the JAWAP implementation, substantive and non-substantive review. Initially, the study prepared 20 items and examined them using a product-moment correlation to get the valid items. Its result showed 17 items were valid because each item correlation coefficient was above the critical value of 0.412 at the significant level of 0.05. While, for its reliability, the study used KR-20 formula that produced a correlation coefficient of 0.96, indicating that the questionnaire was very reliable. As the study occurred in the pandemic of Covid-19, the researchers distributed the valid questionnaire to the participants using Google form to let them answer asynchronously. Getting additional information and clarifying the what the questionnaire got the study conducted an in-depth interview with the participants (Creswell & Creswell, 2018). For the interview, the study made an interview guidance referring to three domains of the questionnaire that enabled the researchers to concentrate on issues appearing in the participants' responses to the questionnaire. The researchers invited them to the interview after teaching and learning activities; and recorded all dialogues electronically. The study also depended on the participants' portfolios as another primary data source (Packer et al., 2021). They were their last submitted articles after some revision made by taking into consideration the reviewers' feedback. The reviewers then examined their portfolios critically by identifying their strength and weaknesses and determined their scores between 0-100 reflecting their articles quality.

Data Analysis

The study used a side-by-side comparison approach to the data analysis by first reporting the descriptive quantitative statistical results and then discussing the qualitative findings that confirmed or dis-confirmed other either (Guetterman & Fetters, 2022). Procedurally, the data analysis covered calculating the frequency and percentage of the participants' responses to questionnaire items; analyzing their transcribed responses in the inter-

view; comparing the quantitative and qualitative data to see whether they confirmed each other by taking into consideration the theories and concepts of writing English articles that deserve to be published in internationally indexed journals (Belcher, 2019). Last, the researchers analyzed the quantitative data of the participants' perception (variable X) and their articles' scores (variable Y) using Pearson correlation statistics to identify if there was a positive significant relation between both variables; and the extent the JAWAP could explain the variability of the participants' articles quality.

FINDINGS AND DISCUSSION

JAWAP Implementation

The information derived from the questionnaire data comprises three domains, namely JAWAP implementation, non-substantive review, and substantive review. JAWAP implementation concerned with the committee's role, the review frequency, the program management, the communication intensiveness between the participants and reviewers, and the effectiveness of the review process. The participants' responses to the JAWAP implementation are available in Table 1.

The information available in Table 1 indicates what roles the executing committee did during the implementation of JAWAP. As showed by item 1, its main role was facilitating communication between participants and reviewers. About this role, 16 participants' responses (94%) indicated that they admitted the committee had played a role as a facilitator or mediator. It was also what appeared in the interview that it had done very well bridging communication by articulating the reviewers' feedback, recommendation, or other information to the participants. A participant acknowledged he got the reviewers' feedback and recommendations for the articles from the committee's email, and could not directly communicate with the reviewers (P01). The role of bridging communication can produce more objective review and feedback because both parties do not know each other. The reviewers do not know whose article they examine; and the participants know neither who review their articles although they are peer lecturers. Through this communication mode, the participants still get more benefits to improve their articles because the feedback and recommendation become more details which do not contain any conflicts of interest. This communication mode can refer to a blind review in evaluating articles before they are published. This finding indicates the importance of a blind review process as a main communication mode between the participants and reviewers. It strengthens a previous study pointing out a blind review process played a significant role in evaluating ar-

Table 1. Participants' responses towards JAWAP implementation

| No | Statements | Responses | |
|----|--|-----------|----------|
| | | Yes (%) | No (%) |
| 1 | The program executing committee played its role as a facilitator between the participants and reviewers. | 16 (94%) | 1 (6%) |
| 2 | The reviewers examined the participants' journal article once during the program implementation. | 14 (82%) | 3 (18%) |
| 3 | The executing committee managed JAWAP in a single group of different article topics. | 14 (82%) | 3 (18%) |
| 4 | The communication between the reviewers and the participants happened intensively. | 3 (18%) | 14 (82%) |
| 5 | The review of the participants' articles as the main activity of JAWAP occurred effectively. | 2 (12%) | 15 (88%) |

ticles before they deserved to be published (Shoham & Pitman, 2021). It also complies with other previous research pointing out that direct communication with the reviewers, as a part of writing assistance, enabled the participants to discuss the recommendation in details (Wolfram et al., 2020).

Evaluating article through a blind review process will be beneficial if the reviewers do it sufficient times; it can be twice or more depending on the article's complexity. The frequency of review helps authors focus on the feedback to make some revisions. Measuring the frequency of article review, the research prepared item 2. The participants' responses to it showed 79% of them acknowledged the review process occurred once during the program, while 21% of them did not. This was also what the research got from the interview with a participant saying that the review occurred once. He added that a lack of review frequency hindered him from getting more comprehensive information from the reviewers. He thought that a frequent review would provide changes to discuss the feedback and article revisions (P03). It implies that reviewers do not allot enough time communicating and discussing important input with participants. What the research reveals is consistent with a previous study that highlighted that frequent review and assistance contributed significantly to the increase of the quality of the articles (Alharbi, 2020). The review or assistance can be done sufficient times in a certain period in which the participants can discuss their articles with the reviewers intensively and openly. Therefore, in evaluating the articles, the availability of the reviewers to allot time communicating and discussing input with the participants is one of the important aspects to focus on enhancing the article quality.

The JAWAP intensiveness concerns not only with the frequency of the review but also with the program management, whether it is conducted in a single group or in small groups of the similar topics. Regarding how the committee managed JAWAP, the study made item 3. Its participants' responses (82%) indicated that JAWAP ran in a single group where they were assigned to submit their articles and waited for the reviewers' responses sent via emails by the committee. Of course, the review process as the core assistance became a burden for participants to catch well reviewers' feedback and recommendation for their articles, and explain their ideas or opinion easily (P06). It is what previous research had identified that the assistance in a single group was less focused and practical. It also pointed out that such a model of assistance could not enhance the participants' ability in writing journal articles (Ravshanova & Isanova, 2020). Therefore, the participants still need a more focused and practical assistance that small groups with similar article topics can provide rather than a single group does.

In addition, another factor that influences the success or failure of JAWAP is the communication intensity between the participants and reviewers. It is what item 4 focuses on. It gets 28 (82%) responses that claimed that the communication between the participants and reviewers did not occur intensively, while three responses (18%) said it occurred intensively. Likely, there was no a face-to-face and direct written communication happening between both parties. The communication was through the committee's email that transfers the articles to the reviewers and send their recommendation to the participants. Such a process, according to one participant, caused difficulties, for examples in understanding the recommendation as it was written unclearly and incompletely that needed a clarification from the reviewers (P17). This demonstrates that lack of communication intensiveness brings about difficulties in the article revision process that contributes to the decrease of JAWAP effectiveness. What the research points out is consistent with the previous study that recommended conducting JAWAP in a more opened scheme where the participants and the reviewers could communicate directly to discuss the problematic issues of the articles (Hamilton et al., 2020). It is possible to conduct such communication because the relation between the participants and reviewers in JAWAP differs from those that are in a journal management. In JAWAP they know each other as peer lecturers, whereas in journals both authors and reviewers do not know each other.

The last aspect of JAWAP implementation is about the participants' perception on

whether the review of the articles as the main assistance occurs effectively. Responding to item 5, some participants (85%) showed that they agreed that the review process did not run effectively, while others (15%) did not. In the interview, a participant acknowledged it was difficult to catch the reviewers' feedback and recommendation as they wrote unclearly, or to discuss revisions on the substantive aspects of the articles because of many factors (P11). Likely, the main factor contributing to the lack of effectiveness of the article review is the indirect communication between the participants and reviewers. The communication in the review of the articles should be done openly, as both parties can communicate intensively discussing everything to improve the articles' quality (Prechelt et al., 2021). Such a process enables JAWAP to run more effectively as there is no communication barrier between the participants and reviewers to cope with. Both parties can keep communication happen effectively until they produce quality articles.

Therefore, sharpening their English writing ability to produce quality journal articles is necessary to conduct through various kinds of programs, like JAWAP. Supported with qualified reviewers, the program provides them with strengthening their writing ability that adheres to the author guidelines of the target journal. They can learn how to write quality articles by considering reviewers' feedback on substantive and non-substantive elements (Crijns et al., 2021).

Non-Substantive Review

JAWAP as an assistance program concerned with the review on the article's non-substantive and substantive elements. Non-substantive elements covered the article draft, mechanical aspects, author guidelines, and reference management. The participants' perception on non-substantive review is available in Table 2.

As informed in Table 2, non-substantive review includes the article draft, mechanical aspects, author guidelines, and reference management identified by four items in the questionnaire. Item 6 measures whether the participants have a ready-to-publish article submitted to the committee before attending the program. The participants' responses to the item indicates there were 5 participants (29%) submitted ready-to-publish articles, while 12 (71%) of them had submitted article drafts. In the interview, a participant said that he submitted an article draft because he wanted to get more guidance and assistance to accomplish the requirements of a quality article. He also thought if he submitted a ready-to-publish article, there should be more revision to finish their articles (P29). That was the reason they consciously submitted article drafts rather than ready-to-publish articles. This finding is in line with the previous study indicating that the revision process for the article drafts became more effectively than ready-to-publish articles. The revision for the article draft can include additional explanation and discussion, and adjustment with the criteria of good article; while revision for the ready-to-publish article requires, for ex-

Table 2. Participants' responses towards non-substantive review

| No | Statements | Responses | |
|----|---|-----------|----------|
| | | Yes (%) | No (%) |
| 6 | Attending JAWAP, I submitted a ready-to-publish article to the executing committee. | 5 (29%) | 12 (71%) |
| 7 | The article's syntactical structure and mechanical aspects got the reviewers' attention and examination. | 10 (59%) | 7 (41%) |
| 8 | The review encompasses compliance of the article with the author's guidelines on the targeted journal. | 2 (12%) | 15 (88%) |
| 9 | The reviewer measured the consistency of citation and reference writing style with the writing style guidance used. | 14 (82%) | 3 (18%) |

amples, cutting off unnecessary explanation, and aligning with the criteria of a good article (Halder et al., 2021).

Another non-substantive review that the study focuses on is whether the submitted articles follow the correct syntactical structures and writing mechanical aspects as measured by item 7. Their responses indicate that 10 (59%) participants acknowledged that the review had covered the correct syntactical structures and writing mechanical aspects; while 7 of them (41%) thought the review did not deal with them. It implies that syntactical structure and writing mechanical aspects are necessary for quality articles. In the interview, a participant admitted the syntactical structure and writing mechanical aspects were important because they determined significantly whether the ideas and opinions in the article conveyed to readers effectively or not (P21). Therefore, the sentences of the article should be grammatically correct and adhere to the punctuation and spelling system that enhance the readability and acceptability of the article. This finding is consistent with a previous study that highlighted the importance of syntactical structure and mechanical aspects in journal articles (Crossley et al., 2019). Therefore, producing a good journal article requires the authors' awareness of the article's syntactical structures and writing mechanical aspects.

Besides the syntactical structure and mechanical aspects, the article should refer to the targeted journal's author guidelines. If not, it must not deserve to publish. Being consistent with the author's guidelines is also the focus of the review as measured by item 8. Its responses show 15 (88%) participants submitted articles that did not comply with the author guidelines; while 2 (12%) of them did not. Such evidence leads to the assumption that the participants did not make yet the journal's author guidelines as guidance in preparing their articles. In the interview, a participant said that the article draft was composed without taking into consideration the journal's author guidelines (P15). As their articles did not adhere to the author guidelines, their accessibility decreased. This confirms a previous study pointing out that an article that referred to the author guidance had more possibility to be accessed by readers (López-Pellisa et al., 2021). Therefore, the enhancement of the article quality should start from the beginning, that is the alignment of the article with the targeted journal's author guidelines. If the article has followed the author guidelines, it will be easier for the reviewers to examine the substantive content.

The author's guidelines usually mention how to write citation and references, which usually refer to a certain style. Writing citation and references become the focus of item 9 to identify. About this focus, 14 (82%) participants acknowledged that the review had focused on the writing of citations and references, and its consistence with the writing style; while 3 (18%) of them did not. It shows that they had already used a reference manager to organize the citations and references. They were familiar with Zotero, Mendeley, or a bundled tool in Microsoft Word, so that they could align their articles with the style of APA, MLA, or Harvard (P27). The consistency in writing citations and organizing references was not problematic anymore. This shows that a reference manager is helpful for them to manage citations and references in their articles. This finding is in line with what the previous research revealed and highlighted that using a reference manager in organizing citations and references in preparing journal articles was necessary (Kiran, Reddy, 2018). The citations and references that are well organized, minimize or even eliminate the article's inconsistency; and increase its quality as it has accomplished some criteria of a good article (Nugroho et al., 2021).

Substantive Review

The review on the article's substantive elements examine articles' similarity index, relevancy with participants' expertise, interdisciplinary point of view, collaboration with other researchers, generic structure and IMRAD, reviewers' recommendation, and the deservedness to publish in international journals. The participants' responses are available in Table 3.

Table 3. Participants' responses towards substantive review

| No | Statement | Responses | |
|----|--|-----------|----------|
| | | Yes (%) | No (%) |
| 10 | The committee measured the plagiarism degree of the participants' article draft using the online tool. | 14 (82%) | 3 (18%) |
| 11 | The reviewers appraised the conformity of the article content with its topic. | 14 (82%) | 3 (18%) |
| 12 | The article draft was examined whether it resulted from interdisciplinary study. | 2 (12%) | 15 (88%) |
| 13 | Collaboration with other researchers in writing articles got the reviewers' attention. | 11 (65%) | 6 (35%) |
| 14 | The review focused on fulfilling of generic structures of the journal article. | 15 (88%) | 2 (12%) |
| 15 | The review also concerned with the content of the article's introduction, method, result, and discussion | 15 (88%) | 2 (12%) |
| 16 | The reviewers' recommendation was helpful for the revision of my journal article. | 16 (94%) | 1 (6%) |
| 17 | My revised article deserved to be published in the targeted journal. | 16 (94%) | 1 (6%) |

Using the information available in Table 3, the research can discuss comprehensively how the substantive review enhances the quality of journal articles. One of requirements that the participants should accomplish is that the article drafts should have a minimal similarity index done using a plagiarism checker. Concerning with this index, the study prepared item 10 confirming if the committee examined their articles' similarity index. Their responses to the item indicate that 14 (82%) participants admitted that the committee had checked plagiarism in their articles using Turnitin tool, while 3 (18%) of them did not. It shows that checking plagiarism in the article is inevitable before its submission to the journal. Such examination can enhance the article quality marked by the decrease in the article similarity index. The quality article is the one that has a low similarity index or zero similarity to other published articles. It also means that the article with a low similarity index must be high original. This finding leads to the assumption that the higher the similarity index of the article, the lower the article quality will be, and the less its possibility to publish will be. Contrarily, the lower the article similarity index, the higher the article quality will be, and the bigger its possibility to publish in the targeted journal. Such finding is consistent with what the previous research that highlighted the importance of eliminating plagiarism in preparing the journal article submitted to the targeted journal (Memon, 2020).

A lower similarity index is not a single factor contributing to the quality of an article. There are other factors, like the relevancy of the article topic with the author's expertise, and the conformity of article content with its topic. The conformity of the article content with its topic becomes the reviewers' concern in examining the article drafts measured by item 11. Their responses to the item indicate 14 (82%) participants' acknowledged that the reviewers had already evaluated the conformity of the article content with its topic; while 3 (18%) of them did not. Similarly, the document analysis showed all article drafts complied with the proposed topics. This finding supports the previous study that claimed a good article was the one whose content was relevant to its topic (Lindgreen & Di Benedetto, 2020). Checking the conformity of the article content with its topic is the prelimi-

nary phase for the article draft to undergo before the journal editors accept. If an article does not accomplish the conformity of its content with its topic, the next process ends. Related to this issue, the relevancy of the article topic with the author's expertise is also important to pay attention. It is because their expertise determines the depth and comprehensiveness of analysis of the problematic issues they investigate. The document analysis also indicates the article drafts have conformed with their expertise. They write about Islamic history, culture, linguistics, and library science, which were humanities sciences. A similar finding is also identified in previous studies highlighting that the author's expertise impacted significantly the depth of analysis and the article quality (Cobey et al., 2018), (Soderberg et al., 2021). The conformity of the article content with its topic, and the relevancy of the article topic with the author's expertise are necessary to take into consideration in writing good journal article.

The participants' expertise as a point of view in discussing the result or findings is necessary; however, perspectives from other disciplines are also important to increase impact and significance for theoretical development and practical use. Therefore, the study prepares item 12 measuring if the reviewers examined the articles to identify whether the participants enriched the discussion with other perspectives. Responding to the item, 10 (59%) participants acknowledged the reviewers' examination of other disciplines' perspective in their articles, while 7 of them (41%) did not see it. Though, this information still indicates how important other disciplines' perspective is in discussing the issues. In the interview with a participant, appeared the information that in his article, he viewed the problematic issues from interdisciplinary perspectives (P17). In one of the submitted articles, for example, a participant discusses the linguistic issues using an interdisciplinary perspective of social and political sciences to identify politician behaviors. While, in another article, a participant investigates intolerance issues seen from the transdisciplinary perspectives of sociological, religious, and psychological sciences. Therefore, the discussion becomes more comprehensive that enables readers to understand the problems very well. It is not contradictory to the previous study that pointed out the necessity of over-viewing the problematic issues from interdisciplinary or transdisciplinary perspectives to enrich choices of solutions (Klaassen, 2018).

Interdisciplinary or transdisciplinary perspectives will be more meaningful if a journal article is the product of a collaborative research. It is because collaboration with other researchers guarantees the deep analysis of inter-disciplinarity or trans-disciplinarity perspectives. Considering such an important aspect, the study prepares item 13, examining the engagement of other internal or external researchers in the participants' articles. The participants' responses to the item indicates that 11 (65%) participants admitted the review also focused on the engagement of others in their articles, while 6 others (35%) did not. Internally, the participants collaborated with their peers in the faculty from different study programs; and externally, they cooperated with other authors from different universities. From the document analysis, the researchers found a participant who collaborated with his peers from different expertise to do a research and write the article on a cultural issue. They did it to offer the more comprehensive solution for contemporary issues. This is consistent with another study showing that collaboration with others, whoever they were, would enrich the discussion from different perspectives (Prasetyo et al., 2021).

A good article should cover as well its generic structures, which usually comprise introduction, literature review (if any), method, result/findings and discussion, and conclusion. How the article covers its generic structures gets also the reviewers' attention measured by item 14. From their responses, there are 15 (88%) participants who thought the review had concerned with the article's generic structures, while 2 (12%) did not think so. It does not differ from the document analysis, pointing out that their articles have already fulfilled the generic structures with a different degree. A participant acknowledged he had prepared his article drafts more carefully by considering all generic structures because he wanted their article drafts to be published in journals (P22). This implies that fulfilling the generic structures determines the quality of an article. This finding is consistent with the

previous study emphasizing on the fulfillment of the generic structures in preparing the articles published in the journals (Trinh et al., 2020). Another study pointed out that the article generic structures covered at least four elements, namely introduction, method, results/findings, and discussion that should be well written (Huisman et al., 2019). If the author wants his article to be published, it should meet its generic structures proportionally as the targeted journal required. Its failure to fulfill the generic structures causes it to discontinue to the next process. This strengthens the previous study that highlighted the importance of fulfilling the article's generic structures (Freeling et al., 2019).

In relation to the article's generic structures, the study also focuses on whether the reviewers examined the detailed content of the article's introduction, method, result, and discussion measured by item 15. Responding to the item, 15 participants (88%) acknowledged that the reviewers evaluated all elements of IMRAD substantively, and provided them with their articles' strengths, weaknesses, and recommendation, while 2 (12%) of them did not. This means that the review has already focused on the substantive contents of IMRAD. A participant in the interview mentioned that he got their comments on the elements of IMRAD substantively enabled him to make the revision more efficiently (P07). It is like what a previous study pointed out that the examination of the article's elements of IMRAD became a significant contribution to the article revision (LaPlaca et al., 2018).

The quality of the reviewers' feedback and recommendation of the substantive review is also important for the participants. This deals with how clearly the reviewers write their comments and recommendation that the participants can easily catch the points. Knowing the reviewers' quality feedback, the study prepares item 16. Their responses to the item indicate that 16 (94%) participants admitted the feedback and recommendations were readable, understandable and contributive so that they could do some revisions to better their articles. They thought it was very helpful that their articles got some feedbacks in order that they could meet the quality article criteria, for example, the formulation of the problems, or a deep analysis supported by up-to-date sources (P09). What the study discovers is similar to what previous research pointing out that feedback and recommendations should be clear and detailed so that the author could find it easy to follow up (Wager & Kleinert, 2010).

The last thing the substantive review focuses is the article deservedness to be published in the international indexed journal as measured by item 17. Their responses to the item show 16 (94%) participants had a strong assumption that their revised articles deserved to publish in the targeted journals because they had taken into consideration the reviewers' feedback and recommendations; and had met the author's guidelines. Howev-

Table 4. Pearson Correlations

| | | Perception of JAWAP | Article Quality |
|---------------------|---------------------|---------------------|-----------------|
| Perception of JAWAP | Pearson Correlation | 1 | .870** |
| | Sig. (2-tailed) | | .000 |
| | N | 34 | 34 |
| Article Quality | Pearson Correlation | .870** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 34 | 34 |

** . Correlation is significant at the 0.01 level (2-tailed).

Identifying the relation between two variables, the study proposes two hypotheses to test:

Null hypothesis: there is no a positive relation between the perception of JAWAP and the articles' quality, $\rho = 0$.

Alternative hypothesis: there is no a positive relation between the perception of JAWAP and the articles' quality, $\rho \neq 0$.

er, detailed examination on their revised articles evidences their articles do not deserve to publish in the targeted journals. There are factors causing such a failure, like the weak literature review, and a lack of up-to-date sources. In the literature review, they only mention previous relevant studies without discussing their findings. They do not discuss its strength and weaknesses, limitation, and recommendation from which they write their articles. They do not either make use of up-to-date sources; they use references dated the last ten years and even older. Such finding is consistent with what a previous study revealing that, in preparing the journal articles, the author should present a good literature review supported by up-to-date references (Korstjens & Moser, 2018).

The feedback on the substantive elements is useful for the lecturers to enhance their article quality because they can get new insight or perspectives to enrich or sharpen what they have already written. For example, in writing discussion, they usually describe the findings with no analysis that makes the article poor. However, armed with the feedback, they can write a comprehensive discussion by connecting what they have revealed in their research to previous studies to identify their research position among others (Shen et al., 2019).

The Relation between JAWAP and The English Article Quality

The study performs a Pearson correlation coefficient to evaluate the relationship between the participants' perception of JAWAP implementation (variable X) and their articles' quality (variable Y). Here are values for the correlation coefficient as available in Table 4.

Testing the hypothesis, the study uses values in Table 4, and finds the ρ equals .000 which is less than any reasonable significance level. This means the null hypothesis is rejected and the alternative hypothesis is accepted. Hence, there is a positive relationship between the participants' perception of JAWAP implementation and their articles' quality, $r(32) = .870$, $p = <.001$. It also means that the values of the participants' perception of JAWAP and their articles' quality change in the same direction. As the values of the participants' perception of JAWAP increase, the values of their articles' quality increase. As the correlation coefficient, $r = .870$ is closer to $r = \pm 1.0$, it indicates a stronger or significant relation between both variables. Its significance can be identified from its R square which is .757 (75.7%). It leads to claim that the participants' perception of JAWAP explains about 75.7% of variability of their articles' quality.

Such a claim implies that JAWAP contribute to some extent the quality of English articles that deserve to be published in international indexed journals. This finding confirms the previous study that revealed intervention, like writing assistance helped the students increase their linguistic competence that is necessary in producing quality articles (Teng & Zhang, 2020). It is also consistent with another research finding pointed out that students benefited significantly from the tutor substantive and non-substantive feedback to increase their English articles' quality (Angel & Garcia, 2019). Therefore, structured assistance programs to help the academic staff increase their English articles quality becomes one alternative program to increase the publication.

CONCLUSION

The discussion leads the researchers to draw conclusions. First, the program implementation runs less effectively in an online scheme as the communication between the participants and the reviewers does not occur intensively. Second, the non-substantive review of the writing mechanical aspects, and the consistency of citation/reference management with the writing style guidance runs proportionally, except for the adherence to the author guidelines. Third, the substantive review of the article's necessary elements, like similarity index, the conformity of the content with its topics, fulfillment of its generic structure, and helpful recommendation for revision, happens effectively. However, the

interdisciplinary discussion, collaboration with others, and the deservedness to publish in internationally indexed journals still get less attention.

Referring to the conclusion, the study can address recommendations to those who care about the journal article writing enhancement. JAWAP should run intensively step by step in an intensive communication between the reviewers and participants in small groups of similar topics. Further studies can focus on how reviewers evaluate the articles, and how the participants make revision after getting feedbacks using reflection strategies.

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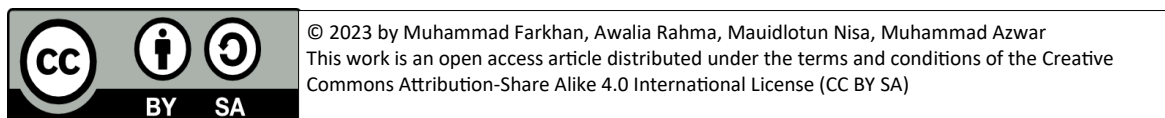
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